DOCUMENT RESUME

ED 328 003 EC 233 215

AUTHOR	Toews, Jane; And Others
TITLE	Implementation Strategies for Integration. An Administrator's Manual. Teaching Research Integration Project for Children and Youth with Severe Handicaps.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	Jan 84
CONTRACT	300-81-0411
NOTE	25p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Educational Planning; Educational Policy; Elementary Secondary Education; *Mainstreaming; Parent School Relationship; *Program Development; School Activities; *School Policy; *Severe Disabilities; Social Integration

ABSTRACT

This manual puts forth strategies for integrating students with severe disabilities, which have been successfully implemented by administrators and teachers in public schools. A sequential set of suggestions and practical examples to help administrators plan integration policy is also featured. The first chapter describes a conflict between a parent and a principal over ways in which a severely handicapped student can be integrated into the total school program. Chapter 2 provides ideas and suggestions for designing integration plans for school programs. Chapter 3 presents ways in which educational programs can foster community involvement for students with severe handicaps. (13 references) (PB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IMPLEMENTATION STRATEGIES FOR INTEGRATION

An Administrator's Manual

by

Jane Toews
William G. Moore
Meredith Brodsky
Glenn Brostrom

TEACHING RESEARCH INTEGRATION PROJECT
FOR CHILDREN AND YOUTH WITH SEVERE HANDICAPS

January 1984

This document was produced under Contract Number 300-81-0411 from the Office of Special Education, United States Department of Education. The information presented herein does not necessarily reflect the views or policy of the Department of Education and no official endorsement should be inferred.

INTRODUCTION

The intent of this manual is to present integration strategies that have been implemented successfully by administrators and teachers in public school settings. The manual also provides a sequential set of suggestions and many practical examples to help guide administrators in planning for successful integration. The manual does not provide a guaranteed recipe for perfect integration, for the ingredients remain secret, even to our finest educators. However, for integration to occur, the principal will need to be one of the key figures in its success.

The following three chapters present various considerations for integrating students with severe handicaps. The first chapter describes a quandry between a parent and a principal over ways in which a severely handicapped student can be integrated into the total school program. Chapter 2 provides ideas and suggestions for designing an integration plan for a school program. Chapter 3 presents ways in which educational programs can foster community involvement for students with severe handicaps.

When just starting out, "Integration" can appear to be an overwhelming task, that may require some philosophical as well as basic policy changes before being able to say "yes, all students in my building are an integral part of this school". The goal of this manual is to encourage school administrators to examine the benefits of an integrated school as something they would desire for all students.

CHAPTER 1

GETTING STARTED

Parental Concerns

In order to appreciate the points being made in this chapter, a moment will be taken to set the scene. An administrator in an elementary school of approximately 600 children is meeting parents on the first day of school. Within the school is a classroom for children with severe handicaps. The classroom has been in the building for a number of years. The parents of both the handicapped and nonhandicapped children are familiar with children with severe handicaps being educated in this facility. The staff is familiar with IEP requirements. The administrator has met Mrs. Glenn, who is enrolling her son, Billy, in the classroom for children with severe handicaps. Billy is ten years old, has cerebral palsy and is in a wheelchair. He is in the severe range of retardation and is suspected of having a hearing impairment.

Mrs. Glenn indicates that she is anticipating the IEP meeting and she would like to learn about the opportunities for **integrated activities** in the school. The administrator indicates that the IEP meeting is conducted in much the same way as it is in all settings and integration should be self-evident since the classroom is in a building with nonhandicapped children. Mrs. Glenn replies that part of integration is having her child go to public school, but there are also some other kinds of activities that she wants her child to have. These are integration activities he experienced in the district in which he previously was enrolled:

1. Billy having recess and lunch with nonhandicapped children.

2. Nonhandicapped children coming into Billy's room and assisting in activities specified by the teacher.

3. Billy attending assemblies and other school functions with a nonhandicapped pupil that has been assigned to him as his "buddy". This "buddy" has been trained to help him in various school settings.

4. Billy attending certain classes such as music, art and PE, with his "buddy". His "buddy" assists him in these settings to participate in the activities.

Mrs. Glenn indicates that she wants these type of activities for Billy in his new school and that she will be requesting them at his IEP meeting. The administrator listens to her and becomes somewhat concerned because the parent's wishes go beyond anything a parent has ever requested. He wonders if these requests are legitimate and if these kinds of activities are reasonable to expect. They appear to be very time consuming, and he wonders if they are really necessary for the education of children with severe handicaps.

Rights vs. Options

The question raised in this administrator's mind and in many other is, "Are parents really within their rights to request these types of activities for their severely handicapped child?" The answer to this question is, **yes.** As you know, Public Law 94-142 became law in 1975. In addition to the IEP statements that are most familiar to educators, the law also states that children have a right to an education that should occur in the **least restrictive environment.** Many administrators and their districts have responded to the least restrictive environment component of the law as a directive for educating students with severe handicaps in schools with nonhandicapped children.[1] This is absolutely correct, but there's more. Additional efforts should be made to integrate students with severe handicaps with age appropriate nonhandicapped peers to the greatest degree possible.[2] Of primary concern is assuring that each handicapped student's educational program differs from the regular program only to the extent that such a setting is necessary and appropriate.

Extent of Integration

As pointed out by Mrs. Glenn, it is now accepted that simply enrolling nonhandicapped and students with severe handicaps in the same school does not assure that integration will occur.[3] Segregated special education wings, portable classrooms away from the regular building, or segregated lunch times do not meet the intent of the least restrictive aspect of the law.

Integration to many educators who have faced this issue, means **access, inclusion and participation** in the activities of the total school environment. Access refers to the equal availability of options within the school where an educational program occurs. Location becomes an important part of this accessibility. If a student with severe handicaps is enrolled in an adaptive PE program, the best location for that activity to occur is in the school gymnasium or sports field. In addition, restrooms, cafeterias, and libraries are part of the public school facility and should be accessible to all students. If nonhandicapped students have access to a physical fitness weightlifting center in the gym, then the students with severe handicaps should not be restricted to being taught some minimal limbering-up exercises in their classroom. As Mrs. Glenn inferred, her child participating as a full-fledged member of the school's student body, would suggest that school would begin and end at the same time for him as others. As she indicated, she would like to see her son attend pep rallies and possibly even school dances, contribute to fund raising efforts such as canned food drives, and purchase lunch tickets like any other student in the school. For her, any restrictions to full

access, inclusion, and participation should be decided in accordance with the student's best interests and should be included on his IEP. Furthermore, she would insist that any restrictions be temporary and open for review as needed.

What are the Benefits?

Concerns often raised about integrated activities are that they may have a detrimental effect on both groups of children. The students who are handicapped might be rejected by the other students, and in some instances, might even suffer emotional and/or physical abuse. On the other side, nonhandicapped students would suffer in that their classes would not be as challenging as the teachers would be taking more time with special education students. Reviews of research conducted in this area indicate that there are no detrimental effects.[4] No findings have been reported that support negative aspects of integration. Findings support the concept that there were more positive attitudes in the schools between students with severe handicaps and their nonhandicapped peers when integration was maximized.[5] By providing occasions for handicapped and nonhandicapped students to interact with each other, both groups get opportunities to learn; the students with severe handicaps learn appropriate social behaviors and their nonhandicapped peers learn to be comfortable with and accept students with handicaps.[6]

Some schools have taken the concept of integration to a level of establishing formal systems for contact. Many times these systems depend upon some type of a "buddy" program where a nonhandicapped peer is assigned to be a companion for leisure and recreational activities in the school as well as in after school activities, such as, Special Olympics. For success, this type of programming requires a formal training program for nonhandicapped peers. This will be described more fully in Chapter 2.

Summary

Mrs. Glenn presented a set of new ideas to the school administrator concerning integration of students with severe handicaps and nonhandicapped students. Her son was previously in a school where he was integrated successfully into a number of activities. She presented a number of ideas and strategies for insuring that her son would not become isolated in a setting for handicapped students only. To the administrator, who had not previously considered this type of involvement, her ideas seemed unrealistic. Mrs. Glenn is not alone in wanting these kinds of opportunities for her son. Many parents and administrators have worked successfully to insure that these types of interactions will occur. The next chapter provides more specific examples on how this can happen.

CHAPTER 2

PRACTICAL APPLICATION FOR INTEGRATION

Integration of students with severe handicaps into the general activities and schedule of the school day does not mean arbitrary placement of students in regular classes. It does mean assuring that students with severe handicaps are provided opportunities to become an integral part of the daily life of the school they attend.[7] The following checklist provides a general evaluation of the opportunities provided to students with severe handicaps in your building.[8] Complete the checklist and compute your score.

School Checklist of Integration for Students with Severe Handicaps

Student Related
(check answer)

	Always	Sometimes	Never	
1.	___	___	___	Students with severe handicaps (SH) attend their neighborhood school with same age peers.
2.	___	___	___	The classroom for students (with SH) is not isolated from other classrooms.
3.	___	___	___	Students (with SH) attend school at the same time and for the same number of hours as other students.
4.	___	___	___	Students (with SH) ride the regular school bus (unless wheelchair requires hoist).
5.	___	___	___	Students (with SH) eat in the cafeteria with other students.
6.	___	___	___	Students (with SH) have recess with nonhandicapped peers.
7.	___	___	___	Students (with SH) are routinely in hallways between classes.
8.	___	___	___	Students (with SH) attend assemblies and school social activities.
9.	___	___	___	Students (with SH) have their pictures interspersed with others in the school yearbook.
10.	___	___	___	Students (with SH) participate in graduation exercises.
11.	___	___	___	Students (with SH) use same restrooms at the same times as nonhandicapped peers.

SCORING PROCEDURE: Always = 2 points; Sometimes = 1 point; Never = 0 points

(An additional 2 points may be given for nonapplicable items; i.e., elementary schools generally do not have yearbooks.) Score = _____

How did you score?

Total = 22		
	18-22 points _____	Outstanding! Go no further. Donate this manual to a principal of your choice.
	12-17 points _____	Good effort with room to improve. Read on.
	6-11 points _____	Not terrible, but definitely not great. Find a pencil so you can take notes as you read.
	0-5 points _____	Needs work! Block out the next 4 hours to study this manual in detail.

The checklist separates a school's strengths from its weaknesses in providing opportunities for integration. Although the list is limited in the areas sampled, an administrator should be able to perceive if his or her program is meeting basic expectations. Many of you have already evaluated the items on the checklist as far as their value or actual importance. There is no doubt that questions are forming in your mind regarding how some of the failed items could be improved.

Where is the best place to begin?

When several school administrators and special education teachers were asked this same question, each had differing opinions on the order of implementation and the areas which should receive highest priority. One teacher said that she needed help in the classroom, so from a management point of view, suggested starting with peer tutors. One administrator suggested beginning with the simple areas: i.e., halls, cafeteria, and recess. Another administrator felt that buses should be first.

The consensus of the people interviewed agreed that the important factor was to have a long range plan with priorities set for integration activities and a timeline established for implementing those activities. It is helpful to make this a team effort, including parents, teachers, director of special education and other support staff in this plan development.

Take a few minutes and look over your checklist and pinpoint 2 or 3 items which you would like to pursue as objectives for improving integration within your school. List your objectives: (EX. Students (SH) eat in cafeteria with other students.)

1. _____
2. _____
3. _____

This is the first step in establishing a plan to improve integrated opportunities. Before you jump into a plan of action, it would be helpful to talk to other school administrators and hear about the potential problems and their suggestions for solving those problems. The following section is a summary of factors for your consideration.

Guideposts for Increasing Integrated Activities

Integrated Activity	Potential Problems	Helpful Hints
1. Neighborhood School	. Combining all the handicapped students from the district into one self-contained school. - No nonhandicapped students available to model appropriate behaviors or to work as peer tutors or buddies. . Combining all ages of handicapped students into one class.	. Develop single classrooms in community schools that naturally would be in the "catchment" area. In low incidence areas, utilize an aide under a regular education teacher's supervision with technical assistance available through a special education supervisor. . Students should attend a school which is comparable to their chronological age, not mental age. This increases the likelihood of acceptance and friendships.
2. Location of Room	. Isolated areas: i.e. trailer, "boiler room" in basement, barracks on school grounds, seperate wing for all special education students.	. Disperse special education classrooms at random throughout school. Modular units (if needed) also should be assigned at random. . Special education room should be located near entrance and office or near main flow of school activity.
3. School Hours	. Shorter hours are frequently assigned to special ed. students because of difficulties in transportation schedules. - i.e. not enough buses. - regular ed. must start at 8:00; therefore special ed. "second shift" will start at 9:00.	. Use van with the hoist for wheelchair students only. Assign special ed. students to regular bus route. If there are problems, assign an aide. (See Guidepost on transportation.) . If there are too many students in the school requiring transportation, stagger the school hours:

Integrated Activity	Potential Problems	Helpful Hints
	- only one van with a hoist which must travel all over district.	- by grades, or - by section of town
4. Transportation	. Teasing . Set-ups . Behavior Problems (i.e., out of seat)	. Provide training to handicapped students on skills required for riding regular school bus. . Provide inservice to bus drivers on ways to help vision impaired students enter and exit bus, ways to intervene with behavior problems, and techniques for aiding a student who has seizures. . Keep good communication between school, driver, and family. . Buddy System. Example: Neighbor friend takes responsibility for handicapped student getting on and off bus.
5. Cafeteria	. Unintentional segregation by assigning special education students to one table. . Nonhandicapped students not wanting to sit next to handicapped students. . Condoning inappropriate behaviors because the student is handicapped (i.e., too large of bites, not wiping mouth, chewing with mouth open, etc.).	. Use "buddy system" to disperse handicapped students with entire student body. . Handicapped students joins "buddy's" friends who also act as advocate peer group. . Inservice training to peers . Provide inservice to cooks and other teachers describing student's abilities and needs with regard to the cafeteria. . Special education staff should provide additional cafeteria training to handicapped students when student body is not using the facility (i.e., going through cafeteria line, carrying tray, etc.).

Integrated Activity	Potential Problems	Helpful Hints
6. Recess	. Teasing . Set-ups . Not using play equipment or using incorrectly. . Lack of structure and therefore too much free time.	. Use peer buddies for modeling and inclusion into play activities. . Explain potential problems to playground supervisor and give suggestions on what to do. . Have special education aide available to model and monitor.
7. Hallways	. Students and staff doing too much for handicapped students (i.e., opening doors, holding hands, telling what to do next without giving student the opportunity to problem solve.) . Running away or getting lost. . Set-ups, teasing, rip-offs.	. Handicapped students spend time in halls between class periods for additional training. . Randomly assign lockers to all students; don't cluster special education students. . Prosthetic devices such as color coding combinations, help open locks: optional keys. . Locker buddies can assist in hallways and mobility between classes/school areas.
8. School Activities		
. Assemblies . Sport Events . Social Events . School Programs	. Inappropriate advances . Rip-offs . Isolation . Set-ups	. Adequate staff coverage. . Buddy System which draws handicapped student into a peer group. . Inservice to coaches and advisors. . Special education staff are involved actively in total school program. (Example: Special education teacher is football coach.) . Peer tutors earn credit for accompanying handicapped student to a school activity.

Integrated Activity	Potential Problems	Helpful Hints
9. Yearbook	. Tendency to exclude SH class from having pictures taken. . Photographers are inexperienced in working with SH and rush through. . One group shot is hidden towards the back of the yearbook. . SH students are referred to as "not pictured."	. Teacher should notify parents in advance, so SH students come well groomed. . SH students should be scheduled when photographers have the most time. . Teacher should help with positioning and prompting to get the best shots. . Teacher should invite yearbook staff into class for candid shots. Also give staff ideas for shots, i.e., buddies. . Pictures should depict activities which are complementary and age appropriate, i.e., making a purchase at school store.
10. Graduation Exercises	. Special education students are excluded from participation. "Certificate" or "Competency" questions frequently omit the students who are severely handicapped. If students are served in self contained schools or with inappropriate age peers, there is no opportunity to participate with peers. "Special" exercises don't count!	. Emphasis should be on successful attainment of individualized skills. Acknowledgement should be built into regular commencement exercises. The order in which students recieve diplomas, should remain the same and include SH. Buddies can assist if necessary.
11. Restrooms	. Set-ups for using incorrect restroom. . Not having clothes "in tact" when leaving restroom. . Unnecessary dawdling.	. Self help skills are taught by special education staff during class time when restroom is not being used. . Staff of same sex teach/monitor restroom use. . Handicapped students use same restroom as other students.

Integrated Activity	Potential Problems	Helpful Hints
		. Handicapped students know how to use various restrooms in school.

The problems and suggestions listed above will introduce you to the type of planning considerations required for an integration program. The following guide is an example of the type of steps to be considered when preparing to integrate into an area of the school.

EXAMPLE:

Area: Cafeteria

Step 1 - Principal assigns time for students (SH) to eat in cafeteria.

Step 2 - Special education teacher provides inservice to cafeteria staff.

Step 3 - Special education teacher approaches regular education teachers for suggestions on identifying peer buddies.

Step 4 - Special education teacher provides inservice to: (a) peer buddies; and (b) cafeteria supervising teachers.

Step 5 - Special education teacher assigns buddies to SH students and trains "on the job."

Step 6 - Special education teacher monitors for "problem areas" gradually fading out and relying more on regular education cafeteria supervisor.

Step 7 - Regular communication system is established between cafeteria supervisor, regular ed. teacher and special ed. teacher.

Step 8 - Periodic check on interaction of peer buddies with SH students.

Step 9 - Awards or party (etc.) for all peer tutors and buddies at end of term.

Step 10 - Feedback/evaluation system for regular education teachers, principal, staff/supervisors, and peer buddies.

Building Total Staff Awareness

Increasing effective integration of students (with SH) into school life requires assessment, planning, implementation, and reevaluation of integration activities.[9] It requires involvement of administrators, all school staff, all students, and even the community. Complete the next series of questions to determine your staff's current level of inservice training on the topic of integration.

INTEGRATION AWARENESS SURVEY

Inservice Training/Information

1. Who has received inservice training about SH students?

	Yes	No
Principal	___	___
Teachers	___	___
Classified Staff	___	___
Cooks	___	___
Bus Drivers	___	___
Custodians	___	___
Parent/Teacher Organization	___	___
School Board	___	___

2. Has inservice been provided on the following topics?

	Yes	No
. General information about students with handicaps.	___	___
. Information about the class(es) in your building.	___	___
. Information about specific students.	___	___
. Discussion related to nonhandicapped student participation with SH (including tutoring and buddy systems).	___	___
. Other _____	___	___

3. Have you shared with the public, the integration activities within your school, i.e., press release, school and/or community newspaper, information provided at "open house", etc.

Yes _____ No _____

Special Education Staff Involvement

Yes	No	Sometimes	
___	___	___	Do the teachers of students (SH) attend regular staff meetings?
___	___	___	Do they have the same duty schedule?
___	___	___	Do they participate in committees not related to special education?
___	___	___	Do they make themselves available for special education related issues?
___	___	___	Do they spend time with regular education teachers (coffee time, lunch room, extra-curricular activities)?

Direct Integration Activities

In your school, is there a:

	Yes	No
. Peer tutoring program (see page __ for definition)?	___	___
. Buddy system (see page __ for definition)?	___	___
. Way to inform the regular education students about "peer tutor" and "buddy" opportunities?	___	___

SCORING PROCEDURE: Yes = 2 points
Sometimes = 1 point
No = 0 points

Score = _____

TOTAL = 42

Check your score and see how you did. If you have more than 21 points, you're well on your way, more than 40 gives you a gold star, and less than 20 should indicate that you need to get some things going. Contact your director of special education and put together a team now. (Appendix A provides a schematic of implementation tasks.)

Integration of students (SH) into the daily activities of school life can be enhanced through the development of a number of structured approaches:

- Teaching nonhandicapped students about students with handicaps;
- Actively involving nonhandicapped students with their handicapped peers through programs such as Buddy Systems and Peer Tutoring;[10]
- Including in each SH student's IEP, objectives which will enable the student to more fully participate in activities with nonhandicapped peers; and
- Providing opportunities for interaction.

Inservice sessions designed to teach both staff and students about students with severe handicaps who will be in your building is important. Information can be provided by using presentors, published materials,* and books.

It is also important to involve staff, parents, and other relevant persons in developing and implementing plans for integration of students with severe handicaps.[11] Building a good communication system to design, assess, and make changes in integration activities is

*See list in Appendix B.

important for public relations as well as for effective programs. In addition, providing information about the program for students with severe handicaps in the community at large can be an effective way to promote your school program.

Peer Tutors and Buddy Systems

What is a peer tutor? Peer tutors are students in school who go to the special education classroom to teach and/or practice skills in the SH student's instructional program.

Who can be peer tutors? Peer tutoring programs have been successfully used with first to 12th grade students, with school "leaders," high achievers, and with students who have mild handicaps themselves. The success of the program appears to be more dependent on factors such as training and structure, than on characteristics of the peer tutors.[12]

What are the components of peer tutoring programs?

- Elementary age — Short periods of time, tasks such as playing games, working on language skills, being a "model" for a variety of skills from speech to P.E. activities. Having rules and ways to evaluate peers on their interactions. Providing "pay-offs" for tutoring, (e.g., special awards, recognition ceremony, letter to parent, and a party).

- Middle school - high school — A written and well-structured set of requirements for participation including rules for absences, time allowed to acquire the skills needed to tutor, and rules of the classroom (e.g., a peer tutoring handbook; a data based observation system to train and evaluate peer tutors working with students).[13]

- "Pay-offs" include:

- Credit for junior high and high school students.

- Parent permission slips for peer tutors taking students with severe handicaps off-campus.

- A reward, recognition, or credit system.

- The program should include training sessions, a handbook of rules, and monitoring by school staff. The training should include ways to assure that the students with severe handicaps are as independent as possible in their activities, how to use any alternative communication systems (signing, language boards) and how to be a good social model.

What is a buddy system? A buddy system is somewhat less formal, but just as important to integration as peer tutoring. "Buddies" usually are assigned to assist SH students in a variety of activities throughout the school day.

- Someone to eat lunch with;
- Someone to walk with to another class;
- Someone to team-up with for P.E. or music;

- Someone to play with on the playground;
- Someone to participate with in school activities; and
- Someone to keep an eye out for problems with other students.

Who can be a "buddy? Again, almost any student could be a buddy. However, since there may be less direct supervision than for peer tutoring, teachers may want to select students who are conscientious, sufficiently mature, and skilled to handle special problems, and who won't take advantage of the students with whom they are working.

Lets Get Started

Getting a program like this started has its initial problems, but school administrators with their programs in operation are strong supporters. There seems to be a common set of questions that administrators initially consider.

School principals have themselves been able to generate solutions for many of the initial concerns expressed by special and regular educators. The school principals interviewed for this manual had the following opinions:

Question	Answer
"What if regular education teachers don't have time for meetings with special education staff?"	"Special education aides can cover during regular work hours so that meeting can take place." or "Teacher next door can combine classes with help of special education aide."
"Nonhandicapped students need to be in their own class learning. Tutoring takes away from their education!"	"Students contract to complete assignments before they can participate in tutoring program." "Getting out of class is the reinforcer for completing work." "So much is learned by tutoring -- I wouldn't want to limit it to only accelerated students."
"What if the regular education teacher is not interested in participating?"	"The policy must come from the person who sits in this chair. I give a choice; transfer out, or get with the program."

"How do you deal with parents who voice concerns?"

- "Child claims lack of appetite because he sits by handicapped student in cafeteria."

  "Tell your child to talk to the cafeteria supervisor and ask to move."

- "Destruction of private property by handicapped student."

  "If parent will write a letter, we will do what we can to replace article." (rarely followed through)

- "Ridicule/name calling."

  "There are several options. I've talked to the entire staff and asked that they follow through. I've talked with the class if it's limited to one class."

  One of the best ideas came from an admistrator and parent of a handicapped child who suggested that, "The principal should call in key student leaders and explain problem, ask for their ideas and give them the responsibility to solve problem."

Summary

The purpose of this chapter has been to encourage school administrators to begin integration efforts and to provide practical suggestions for increasing current practices. Integration has been targeted for special education students, but it also has significant benefits for nonhandicapped students. There is more involved in integration than merely putting children together — and to work out successful plans takes time and effort. Most importantly, it takes the support of the building principal.

CHAPTER 3

THE WORLD OUTSIDE THE SCHOOL

In this chapter, we will again meet Mrs. Glenn and the building principal that you met in Chapter 1. Four months have passed since their initial meeting, and Mrs. Glenn has stated to the principal that she is very pleased with the program that has been established for her son. She feels he has many opportunities to interact with nonhandicapped children, and she further feels that they have all been very positive. She especially likes the lunch program that has been established. She reports that Billy eats lunch with a number of nonhandicapped children, and he does this in the cafeteria or outdoors when the weather allows. In her eyes, this was the major goal of the program - that Billy got to each lunch during the noon-hour with nonhandicapped children. She explained that there were a number of steps that went into this program and the outcomes have been extremely positive.

Her son, Billy, learned to make sandwiches in his classroom for children with severe handicaps. He did this as part of a Food Preparation Unit, and, as part of this experience, he began making sandwiches at home. This expanded into his making them for his lunch each day. He daily brings his lunch to school in a paper sack. This has allowed him to begin eating with the "paper bag club." The "paper bag club" is a group of students that includes a variety of boys and girls. The majority of them are nonhandicapped. Most of the boys are in some type of athletic program, and they have all become good friends with Billy. His mother attributes the start of this friendship with Billy making sandwiches at home and bringing his lunch in a paper bag so that he could eat with the group. It should be noted that extensive inservice training was provided for the boys as well.

He has expanded his sandwich making activities to making them at his grandmother's on the weekends. While he is there, he is asked to prepare a lunch for his grandparents, and he enjoys demonstrating his skills by making a variety of sandwiches.

The experience of sandwich making has allowed him to become involved in shopping for the ingredients for his sandwiches. He initially started with making peanut butter and jelly sandwiches, but now has expanded into sandwiches that use sprouts, sliced luncheon meats, tomatoes, and a variety of other ingredients. The shopping experience was started by his requesting to help purchase the ingredients for his sandwiches. This experience is a result of a "Shopping Unit" in which he learned to purchase items in the local grocery stores and to interact appropriately with the

significant persons in the store.

Mrs. Glenn feels that the programs have helped her son in a variety of ways. She feels that the curriculum is very functional because the skills learned in school can be used at home. She also feels that Billy has had an opportunity to generalize the skills he has learned at school to other settings which include his home as well as his grandparents. Through this experience, he has also learned to follow directions from individuals other than his teachers and parents. Mrs. Glenn also feels that Billy is building and expanding his skills in more sophisticated areas which she feels the Shopping Unit represents.

The principal finds this discussion very enlightening for he has heard the district Director of Special Education discuss the need to have a curriculum that is functional, and the students should be encouraged to generalize their skills to other settings. After listening to Mrs. Glenn, he feels that he has a better understanding of a functional curriculum and of the concept of generalization than he ever had. He now more fully understands how the concepts of functionality and generalization can increase the student's ability to be more fully involved in the school. He also sees the benefits of this type of programming for involving a handicapped child more completely in the community. He knows that Billy will become involved in the community when he becomes older and begins vocational training at the middle and secondary school. However, the principal can see the benefits of the programs, and understands how they will help him later.

More Community Involvement

Mrs. Glenn now indicates that she wants to expand her son's involvement in the community and would like to see it grow beyond what the school has developed. She is not familiar with the community as she has only lived here for four months. She would like to learn more about community resources and is wondering who could help her acquire information about the community. Areas in which she is interested originate from the experience that Billy has had with his school program. For example, Billy has talked to the boys in the neighborhood who are Scouts, and he has expressed an interest in Scouting. He has also expressed an interest in becoming involved in Little League, not from the standpoint of a player but from wanting to help with the concessions at the game. He would like to make sandwiches that could be sold at the concession stands. His mother is very supportive of these activities, but knows that he would have to begin using public transportation if he were to become involved in these activities. She also states that she needs information about where she can find

a dentist for Billy, and she further indicates that she is interested in joining a parent group that could assist her with community activities for handicapped children.

She wondered if the principal would be able to help her in any of these areas. He indicated he couldn't help because she was asking about a number of things on which he had no information. He did volunteer to contact the district Director of Special Education to see if she could assist.

The Director of Special Education indicated that there were two contacts that the mother should make, and she would help her to do so. One contact should be to the service coordinator for the agency in the community that provides services for people who have handicaps. The Director of Special Education indicated that she would assist the mother to make this contact. This agency could provide the mother with information about the types of activities and programs that would be available in the community for Billy. The Director also indicated that she would put the mother in contact with the local Association for Retarded Citizens. They could also assist Mrs. Glenn in finding community programs and activities that would be suitable for her son.

Through this encounter the principal learned of two resources to help parents in acquiring community involvement for their children children involved in the community. One is through the serivces coordinator for the local state agency that provides services for the handicapped. The other is through the Association for Retarded Citizens that also provides this type of assistance. These are two resources of which he was not aware. He would attempt to get more information about them and would refer other parents to them as needed.

Summary

This chapter presents the way a student can become involved in community programs through the implementation of educational programs that fostered community involvement. The focus of a functional curriculum was emphasized so that the skills taught would allow an individual to function more fully in community settings, and in learning the skills within the curriculum, a student could be encouraged to generalize these skills to community settings with people other than the teacher.

The chapter also described individuals outside the school who could assist parents in involving their child more completely in the community. One was the the service coordinator of the agency that provides services for people with handicaps. The other was through the local Association for Retarded Citizens.

References

1. Kenowitz, L., Zweibel, S., & Edgar, E. Determining the least restrictive educational opportunity for the severely and profoundly handicapped. In N. G. Haring & D. Bricker (Eds.), Teaching the severely handicapped (Vol. 3). Columbus, OH: Special press, 1978.

2. Brown, L., Nietupski, J., & Hamre-Nietupski, S. The criterion of ultimate functioning. In M. A. Thomas (Ed.), Hey, don't forget about me! Education's investment in the severely and profoundly handicapped. Reston, VA: The Council for Exceptional Children, 1976.

3. Brown, L., Branston, M. B., Hamre-Nietupski, S., Johnson, F., Wilcox, B., & Gruenewald, L. A rationale for comprehensive longitudinal interactions between severely handicapped and nonhandicapped students and other citizens. AAESPH Review, 1979, 4, 3-14.

4. Stainback, W., & Stainback, S. A review of research on interactions between severely handicapped and nonhandicapped students. Journal of The Association for the Severely Handicapped, Fall 1981, 6.

5. McHale, S., & Simeonsson, R. Effects of interactions on nonhandicapped children's attitudes toward autistic children. American Journal of Mental Deficiency, 1980, 85, 18-24.

6. Stainback, W., & Stainback, S. Nonhandicapped students' perceptions of severely handicapped students. Education and Training of the Mentally Retarded, 1983, 17, 177-182.

7. Brown, 1976.

8. Stainback, S., & Stainback, W. A severely handicapped integration checklist. Teaching Exceptional Children, 1983, 15, 168-171.

9. Hamre-Nietupski, S., & Nietupski, J. Integral involvement of severely handicapped students within regular public schools. Journal of The Association for the Severely Handicapped, 1981, 6, 30-39.

10. Almond, P., Rodgers, S., & Krug, A. Mainstreaming: A model for including elementary students in the severely handicapped classroom. Teaching Exceptional Children, 1979, 11(11), 135-139.

11. Hamre-Nietupski, 1981.

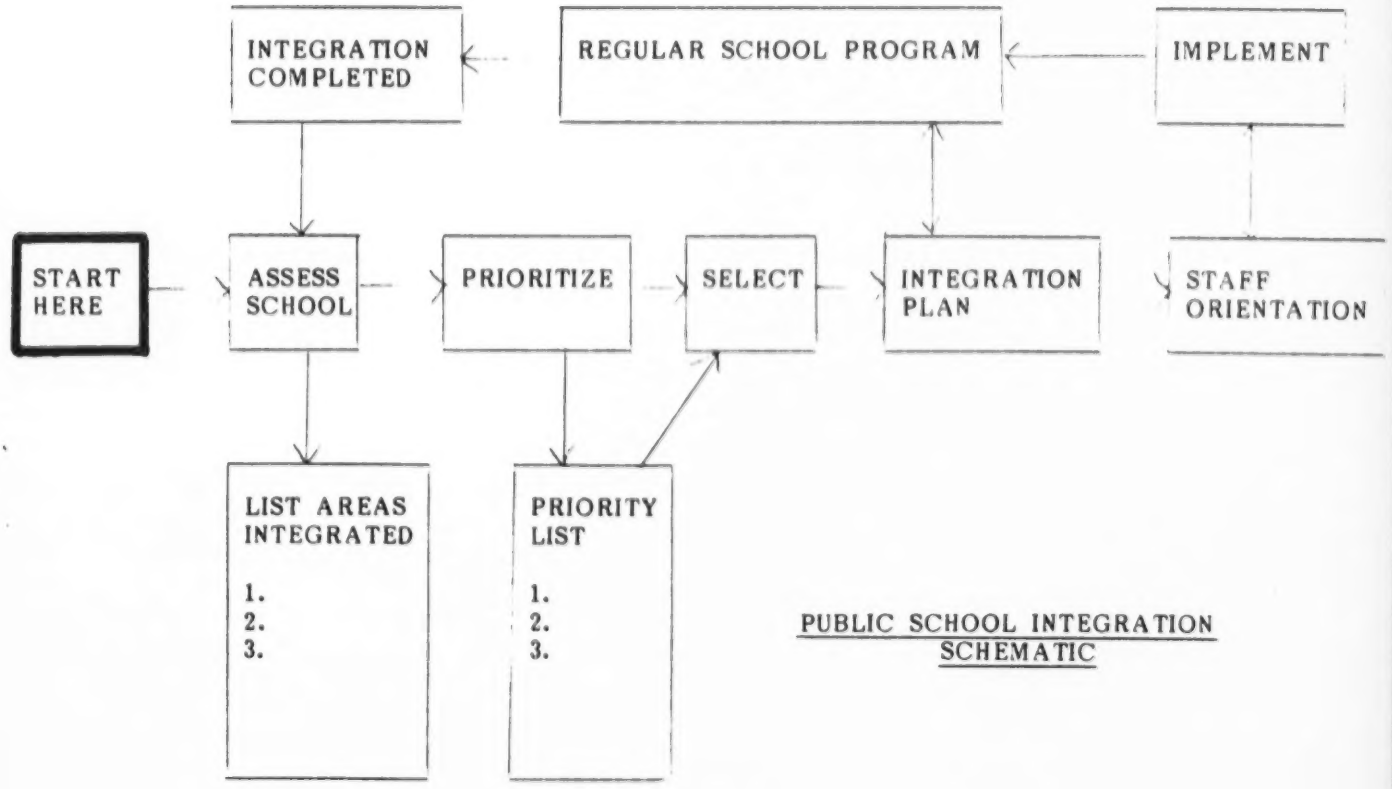
12. Strain, P., Kerr, M., & Ragland, E. Effects of peer-mediated social initiations and prompting/reinforcement procedures on social behavior of autistic children. Journal of Autism and Developmental Disorders, 1979, 9, 41-54.

13. Fredericks, H. D. & Staff of the Teaching Research Infant and Child Center. A data based classroom for the moderately and severely handicapped (4th ed.). Monmouth, Oregon: Instructional Development Corporation, 1983.

APPENDIX A

Following is a schematic of the integration process with an explanation of the task/tasks to be completed:

1. **ASSESS** your school to determine the current level of integration using the format on page __ of this manual.
2. **LIST** those areas that have already been integrated.
3. **PRIORITIZE** the remaining areas.
4. **SELECT** the first area on your priority list.
5. Construct an **INTEGRATION PLAN** for this area.
6. **ORIENT ALL STAFF**, concerning this integration plan.
7. **IMPLEMENT** the integration plan.
8. When **INTEGRATION IS COMPLETED** return to item #2 above.



PUBLIC SCHOOL INTEGRATION SCHEMATIC

APPENDIX B

References for Additional Information

Bricker, D., & Sandall, S. Mainstreaming in preschool programs: How and why to do it. Education Unlimited, 1979, 1, 25-29.

Brown, L., Branston, M., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Gruenewald, L. A strategy for developing chronological age appropriate and functional curriculum content for severely handicapped adolescents and young adults. Journal of Special Education, 1979, 13(1), 81-90.

Certo, N., Haring, N., & York, R. Public school integration of severely handicapped students: Rational issues and progressive alternatives. Baltimore: Paul Brooks Publishing Co., 1984.

Donaldson, J. Changing attitudes toward handicapped persons: A review and analysis of research. Exceptional Children, 1980, 46, 504-514.

Freagon, S., & Wheeler, J. School and community integration of severely handicapped students: Parents' and educators' involvement. Proceedings from the National Parent Conference on Education of Children Requiring Extensive Special Education Programming, U.S. Department of Education, April, 1982.

Poorman, C. Mainstreaming in reverse with a special friend. CEC, Summer 1980, 136-142.

Stainback, S., Stainback, W., & Hutcher, C. Nonhandicapped peer involvement in the education of severely handicapped students. Journal of The Association for the Severely Handicapped, Spring 1983, 8.

Stetson, F. E. Critical administrative factors which facilitate the successful inclusion of severely handicapped students in the least restrictive environment: Six case studies. Submitted to Office of Civil Rights & Bureau of Education for the Handicapped, U.S. Office of Education, Contract #300780502.

Strain, P. S., & Kerr, M. M. Modifying children's social withdrawal: Issues in assessment and clinical intervention. In M. Hersen, R., Eisler, & P. Millers (Eds.), Progressive behavior modification (Vol. 2). New York: Academic Press, 1980.

Taylor, S. J. From segregation to integration: Strategies for integrating severely handicapped students in normal school and community settings. The Journal of The Association for the Severely Handicapped, 42-49.

Voeltz, L. M. Children's attitudes toward handicapped peers. American Journal of Mental Deficiency, 1980, 84, 455-464.

Voeltz, L. M. Effects of structured interactions with severely handicapped peers on children's attitudes. American Journal of Mental Deficiency, 1982, 86(4), 380-390.

Wilcox, B., & Sailor, W. Service delivery issues: Integrated educational systems. In B. Wilcox, and R. York (Eds.), Quality education for the severely handicapped: The federal investment. Washington, D.C.: U.S. Department of Education, 1980, 277-304.